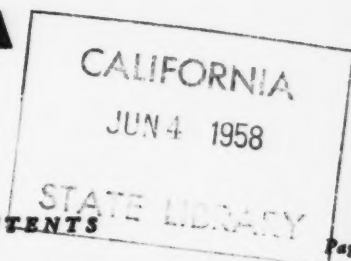


# BULLETIN

## SCHOOL LIBRARY ASSOCIATION *of* CALIFORNIA



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Volume 29

MAY, 1958

Number 4

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# BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

MAY, 1958

VOLUME 29, No. 4

## STATE OFFICERS, 1957-1958

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THE STATE MEETING IS SCHEDULED FOR NOVEMBER 7, 8, 9 AND  
IS TO BE HELD AT THE MISSION INN IN RIVERSIDE, CALIFORNIA.

## NOTICE OF CHANGE OF ADDRESS OF OFFICE OF PUBLICATION

Beginning July 1, 1958, the Office of Publication of the *Bulletin* of the School Library Association of California will be: 1505 N. Marengo Ave., Washington Junior High School, Pasadena, Calif.

The *Bulletin* of the School Library Association is published quarterly, in November, January, March and May by the Association, at 135 Van Ness Avenue, San Francisco, California.

Subscription rates: \$1.75 a year to non-members. (Notice of increase in rates to non-member subscribers: after July 1, 1958, all non-member subscriptions will be \$2.50.) Single copies 50c; Directory issue \$1.00. Membership dues are \$5.00 of which \$1.00 is for a subscription to the *Bulletin*.

Back issues of the *Bulletin* are available and for sale. Requests for back issues should be sent to the *Bulletin* office of publication: 1505 N. Marengo Ave., Pasadena, Calif.

Views expressed in this publication are not necessarily endorsed by the Association.

Second class mail privileges authorized at San Francisco, California.

## **American Association of School Librarians Program – San Francisco Conference**

**Sunday, July 13, 7:00 p.m.**

Polynesian Buffet Supper, The Village. \*Tickets, \$5.50.

**Monday, July 14, 2:00 to 5:00 p.m.**

Luther Burbank Junior High School.

School Library Standards—Group Discussion and Evaluation.

Background Information: Ruth Ersted, State Dept. of Education, St. Paul, Minn. and Frances Henne, School of Library Service, Columbia University, New York School Library Quarters: Virginia McJenkin, Fulton County Board of Education, Atlanta, Georgia.

Buzz Session Groups and Leaders:

Elementary School Libraries: Mrs. Alice Brooks McGuire, Sara Fenwick, Jean Lowrie, Mrs. Dilla MacBean, Miriam Peterson, and Mrs. Lois Pilon.

Junior High School Libraries: Sybil Baird, Mrs. Elizabeth Morgan, and Mrs. Dora Hay.

Senior High School Libraries: E. Ben Evans, Mrs. Helen Bennett, Othella Denman, Myrtle Dunlap, Naomi Hokanson, and Gertrude May.

Libraries in Twelve Grade Schools: Elizabeth Hodges, Nancy Jane Day, and Ingrid Miller.

Vocational School Libraries: Mrs. Lillian Shapiro, and Dorothy Schumacher. District and County School Library Units: Elinor Yungmeyer, Lauretta McCusker, and Evelyn Thornton.

Supervision of School Libraries and Central Processing: Sara Jaffarian, Mattie Ruth Moore, Margaret Moss, Mrs. Carrie Robinson, and Mrs. Lillian Batchelor.

Tour of School, followed by Tea in Library. Host: The School Library Association of California. Bus trip to and from Luther Burbank J.H.S. \*Tickets, \$1.50.

**Tuesday, July 15, 8:00 a.m.**

State Assembly Breakfast, Sir Francis Drake Hotel, Empire Room. \*Tickets, \$3.50.

**Tuesday, July 15, 2:00 p.m.**

Business—Program Meeting:

Secondary School Teacher and Library Services—a report of the National Education Association Study—Dr. Sam M. Lambert, Director, Research Div., NEA.

Panel discussion by librarians and teachers.

**Wednesday, July 16, 10:00 a.m.**

Joint Meeting with Audio-Visual Committee.

*\*For reservations for: Polynesian Buffet Supper; State Assembly Breakfast; Bus trip to Luther Burbank J.H.S., make checks or money orders payable to the American Library Association, and mail by June 30, with reservation request, to Mrs. Elsie Holland, P.O. Box 244, Martinez, Calif. Tickets will not be mailed but will be issued at the door of each function.*

### **A.A.S.L. Chairmen of Local Planning Committees**

Margaret V. Girdner.....	Chairman of Local Arrangements
Genevra Willey; Thelma Dahlin, Co-chairmen.....	Polynesian Buffet Supper
Elsie Holland; Sidney Thompson; Jessie Boyd, Co-chairmen.....	State Assembly Breakfast
Elizabeth Scott; Mary Fleck, Co-chairmen.....	Tour and Tea
Geraldine Ferring.....	Panel
Frances Erickson.....	Hospitality
Berna Simoncelli.....	Publicity
Edith Bond.....	Monitor

## CONFERENCE NEWS NOTES

### A.A.S.L. Polynesian Buffet Supper

One of the high spots of the Conference will be the Polynesian buffet supper planned by the Local Arrangements Committee, Miss Margaret V. Girdner, Chairman. Preceded by a no-host cocktail hour, beginning at 5:30, the supper, complete with leis and orchids, will be on Sunday evening, July 13, at 7:30 o'clock, and is to be held at the "Village," located in San Francisco's colorful North Beach.

The menu reads like a page out of Duncan Hines: whole roast suckling pig; baked ham, Hawaiian style; barbecued spareribs with pineapple glaze; hot chicken curry; crab curry; whole baked salmon; hot fried prawns; with all the trimmings, salads, dessert, coffee. A four-piece Hawaiian group, in costume, a Hula dancer, a knife dancer will provide the entertainment. Bay Area authors will be present. Everyone attending A.A.S.L. has a special invitation to come; all are promised a wonderful time.

### A.A.S.L. State Assembly Breakfast

The Empire Room of the Sir Francis Drake Hotel will be the scene of the State Assembly Breakfast planned for Tuesday, July 15, at 8:00 o'clock. The "forty-niner" theme, selected for the Breakfast, will be carried out in table decorations and favors, suggesting the promise of a golden yield to all those attending this roll-call of the States. Reports from the various state organizations will be presented, showing school library trends and achievements of the past year. Every member of A.A.S.L. is urged to attend.

### School Library Tour and Tea

The American Association of School Librarians will hold its Standards Meeting and buzz sessions on Monday afternoon, July 14, from 2:00 to 4:00 in the new Luther Burbank Junior High School. Named for one of California's famous citizens, the distinguished botanist, Luther Burbank, the school is one of San Francisco's newest. Built in court-shape fashion, thus providing a central, multi-

purpose area, the structure was designed by the well known architect, Gardner Dailey, designer of the Surf Hotel in Honolulu. Located within the boundaries of a spacious park area, the John McLaren Park, the school is built high on the slope of one of San Francisco's many hills, and overlooks the broad Pacific Ocean, with a view of the northern hills of San Mateo County. Following the meeting, there will be from 4:00 to 5:00 conducted tours of the building. The School Library Association of California is proud to act as host for the tea to be held in the school library.

### Dr. O. Meredith Wilson

Dr. O. Meredith Wilson, president of the University of Oregon, is to be the featured speaker Wednesday night, July 16, at the A.A.S.L. General Session. Dr. Wilson, formerly dean of the University of Utah, and secretary of the Fund for the Advancement of Education, is a strong supporter of school libraries and will speak on the topic, "Libraries in Education."

Newbery-Caldecott Awards Banquet will be held Tuesday evening, July 15, at 7:30 in the Garden Court of the Sheraton-Palace Hotel. Newbery Medal to Harold Keith for *Rifles for Watie*; Caldecott Medal to Robert McCloskey for *Time of Wonder*. Tickets, \$8.50. Send reservations, with check or money order, to Mrs. Jean Bishop, Public Library, Richmond, Calif. Guests who wish to sit together should indicate fact with reservation request.

Library School Alumni Reunions will be on Thursday, July 17, designated for library school reunions during the San Francisco Conference. So far, the following groups have asked to have their reunions placed on the schedule: California, Carnegie, Chicago, Columbia, Drexel, Emory, Illinois, Michigan, Minnesota, Pratt, Washington, Western Reserve, Wisconsin, and New York State Library School Association.



## **Pre-Conference Notes**

Institute on Catalog Code Revision, co-sponsoreded by the Cataloging and Classification Section, Resources and Technical Services Division, and Stanford University Libraries, will be held at Stanford University, July 9-12. The institute will consist of eight sessions and will include such topics as general philosophy and structure of the code; entry of serials under successive titles or under the successive names of a corporate body; entry of all institutions under name rather than place, etc. Write to Margaret Windsor, Stanford University Libraries, Stanford, Calif.

A Poetry Festival, sponsored by the Children's Services Division, will be held July 10-12, at the Villa Hotel, San Mateo, Calif. Program includes a poetry and jazz recital with Lawrence Ferlinghetti, San Francisco poet; talks and poetry reading by Mrs. May Hill Arbuthnot, Mrs. Annis Duff, Lillian Morrison, and Arna Bon-temps. Registration fee for Festival only, \$5.00. Write Betsy Schilpp, Poetry Festival, Villa Hotel, San Mateo, Calif.

The Climate of Book Selection: Social Influences on School and Public Libraries. A symposium will be held July 10 through July 12 on the Berkeley campus. Taking part in the Conference, on this important and timely subject: book selection, will be these outstanding educators: Max Lerner, Brandeis University; John William Albig, University of Illinois; Norton E. Long, Michigan State University; Ralph W. Taylor, Director of the Center for Advanced Study in the Behavioral Sciences; Harold D. Laswell, Yale; Fredric J. Mosher, U.C.; Marjorie Fiske, Director, Book Selection Study, U.C.; Talcott Parsons, Harvard.

Registration is limited to 300. Registration fee \$25.00. Write Dept. of Conferences and Special Activities, University Extension, U.C., Berkeley 4.

Buildings Institute will be held July 11-12 in the Richard A. Gleeson Library, University of San Francisco. Sponsored by the Buildings and Equipment Section of the Library Administration Division, A.L.A., the institute will emphasize small

college and junior college buildings and the needs and requirements of junior college libraries.

## **Post-Conference Notes**

Writing and Oral Library Reporting will be a three-day conference, July 21-23, on the Santa Barbara campus of the University of California, sponsored jointly by the University of California Extension, the California Library Association, and the Santa Barbara College Library. The conference, directed by a panel of editors and librarians, has been planned for those librarians who prepare written and oral reports, or who contribute to library journals. Techniques and devices of effective and persuasive writing and speaking will be studied. Write Dept. of Conferences and Special Activities, Univ. Extension, U.C., Los Angeles.

Supervision of School Library Systems, a two-week graduate institute, will be offered by the Graduate Dept. of Library Science, Immaculate Heart College, Los Angeles, July 21-August 1. Elenora Alexander, Director of School Libraries, Houston, president-elect of A.A.S.L., will direct the institute.

## **USC LIBRARY SCHOOL MEETS RISING TIDE**

Recent articles in library journals have stressed the need of planning for the onslaught of students which is expected to hit the colleges in 1960. The School of Library Science has already begun to experience the rising tide. Enrollment in the fall for the last three years has jumped from 89 to 119 to 228! Last fall's enrollment was the largest in the history of the School. A breakdown of the 228 students enrolled in the School of Library Science shows that 106 are enrolled in day classes, 87 in night classes, and 35 in extension classes. This fall the school introduced two extension classes, held in Riverside, which proved very successful. Summer session enrollment is also expected to set a record in June. Like regular session enrollment, summer session enrollment has steadily increased since 1955.



# Highlights of the Executive Board Meeting

## Held at San Francisco, March 29, 1958

### Treasurer's Report:

(Ethel Blumberg)

Cash on hand .....\$595.23

General fund .....\$391.94

Annual State Meeting .....\$203.29

Motion passed to ask the membership to reconsider the dues structure as follows:

Bulletin ..... 1.00

State Association ..... 2.00

Section ..... 2.00

Motion also passed that the Executive Board, in a financial emergency, ask the Sections for financial assistance.

### Editor's Report:

(Berna Simoncelli)

Estimated balance on hand .....\$587.41

The Board was asked for a clarification of "non-member" subscription. "Non-member" subscriptions apply only to institutions and out of state persons.

Motion passed that the dues for "non-member" subscriptions be increased to \$2.50.

Motion passed that a new office of Assistant to the Editor be established. This office to be an elective one, as are those of editor, associate editor, etc. The assistant to the editor will always be in the same Section and locality as the editor. The assistant to the editor will become the associate editor the ensuing year and will become editor the succeeding year. The outgoing editor to serve in an advisory capacity when the editorship returns to his Section. This recommendation is to be submitted to the Manual Revision Committee and the Constitution Revision Committee.

Mrs. Simoncelli recommended that committee chairmen, State and Section, be in the Directory issue of the *Bulletin* and dropped from all other issues. She also recommended that home addresses be dropped from all but the Directory issue. She further recommended that, beginning with next year, a list of coordinators, directors, supervisors, and district librarians, in the State, irrespective of membership, hereafter be included in the Directory issue. These recommendations

were approved by the Executive Board.

### Professional:

(L. Herman Smith, Chairman)

Motion passed to accept the following recommendations made by Herman Smith:

1. We recommend that our Legislative Affairs Committee explore every avenue leading to outright *sponsorship* by CTA of our bill, if it should be introduced. Our affiliation with and support of CTA should entitle us to this consideration. "Approval" of our bill is not sufficient.
2. We recommend that all necessary steps be taken to enlist the support of the California Library Study Commission, in the form of a favorable report and recommendation.
3. We recommend that Dr. Conner be urged to proceed with the inclusion of school library consultant services in his Department of Education budget.
4. If Dr. Conner's budget request is disapproved, if CTA *sponsorship* of our bill is not secured, and if we receive a favorable recommendation from the California Library Study Commission, we recommend the employment of a legislative advocate in Sacramento on an experimental basis and for the next session only, to fulfill the following functions:
  - a. To inform the President of SLAC, the Legislative Affairs Chairman, and the Consultant Services Chairman of the progress of our bill on Consultant services.
  - b. To notify the above persons regarding committee hearings on the bill.
  - c. To attend hearings as a representative of SLAC, and to testify for SLAC when called upon, in the absence of the above officers.
  - d. To confer with legislators, representatives of the Department of Education, Department of Finance, and others at appropriate times.

5. We recommend that an attempt be made to find a retired member of SLAC who would be willing to undertake these responsibilities for travel and sustenance expenses, provided that these expenses do not exceed the sum of \$1,200.

- a. We recommend that steps be taken immediately to locate possible candidates for this position, who either live in the Sacramento area, or would be in a position to reside there for most of the 120 days the Legislature is in session (January-May).
- b. We recommend that each Section be asked to propose candidates, to be considered by the Executive Board at its next meeting.
- c. We recommend that each Section be asked to underwrite half the legislative advocate's expenses (\$600) since the State Treasury is depleted to the point where it is barely sufficient to cover current Association expenses. Therefore, the adoption of our recommendations would depend finally upon Section approval.
- d. We recommend that a special assessment to raise funds for the expenses of a legislative advocate be considered only as a last resort. Many members will feel that the recent increase in dues should provide funds to meet this contingency.

#### **Publicity:**

(Mrs. Martha C. Blalock, Chairman)

Advance publicity releases concerning the annual State meeting at Asilomar were sent to 15 newspapers of California. Assistance was given in the preparation and organization of the printed program for the State meeting.

Recommended that machinery, be set in motion soon for articles covering the activities of the Intellectual Freedom Committee and the Book Selection Committee.

Further recommended that there should be a definite, planned carry-over on the State Publicity Committee each year. The incoming publicity chairman should have

had opportunity to work closely with the preceding chairman so that a smoother, faster continuation of the planned program would be possible.

#### **Section Reports:**

Southern Section (Mary Fleck, Pres.)

Northern Section (Mrs. Genevra Willey, President)

#### **C.L.A. Representative**

(Jessie Boyd)

Reported that this year, 1958, the new By-Laws of CLA provide for the formation of a School Librarian's Round Table. Sixty-four school librarians have signified their wish to become members. A junior college Round Table is being set up.

#### **C.T.A. Representative**

(Helen Bullock)

Reported that special study has been made this year of the problems relating to exchange teachers. A list of recent materials on Asia is being compiled by your representative for the International Relations Committee.

#### **School Library Architect's Award:**

(Eva L. Andrews, Chairman)

The California Council of Architects has been asked to assign one or more members of their organization to meet with the SLAC committee to formulate definite plans by which architects could ethically participate in our program of awards for outstanding school libraries.

#### **Manual Revision:**

(Dorothy Frizzel Smith, Chairman)

Reported that the Committee hopes to have the tentative manual revision ready for the State meeting in the fall.

#### **Legislative Affairs:**

(Mrs. Maurine S. Hardin, Legislative Affairs Coordinator)

Mrs. Hardin recommended that a decision be made with regard to the structure of the Legislative Affairs Committee, as to whether there is any further need for the liaison and coordination provided through a general chairman.

Motion passed that we continue the present set-up of the Legislative Affairs Committee, but that we drop the prefix "sub" from the Book Selection Policies, Credentials, Revision of the Library Laws in Education Code, School Library Con-

sultant Services committees. The chairmen of these committees, formerly known as "sub" committees, are to be the members of the Legislative Affairs Committee. That hereafter the chairman of the Legislative Affairs Committee be known as Legislative Affairs Committee Coordinator.

#### **Book Selection Policies:**

(LeRoy Merritt, Chairman)

Motion passed that the Executive Board accept the report and that it be printed in the May *Bulletin* with a tear-off sheet for member reaction and comment. Then it is to go to the Sections meetings for discussion.

#### **Credentials:**

(Elizabeth Neal, Chairman)

Motion passed that we send L. Herman Smith and Edith Titcomb, as authorized representatives of SLAC and at SLAC expense, to the meeting in Sacramento, on May 20, 1958, with Dr. Roy Simpson.

Motion passed that the Executive Board of SLAC express its strong recommendation that school library credentials be granted only to librarians earning twenty-four units in librarianship in a professionally organized library school accredited by the State Board of Education and that the October 18, 1957 revision of Section 421, Title 5, of the California Administrative Code relating to the librarianship credential be reconsidered and rescinded because of its implications and potentialities for lowering of professional standards. Reference is made to detailed recommendations of SLAC relating to education of school librarians submitted to Committees for the Study of Credential Revision on February, 1957.

#### **School Library Consultant Services:**

(Mrs. Charlotte D. Davis, Chairman)

Motion passed that the Executive Board accept the following statement: that the, "School Library Association of California recommends the establishment of school library consultant services in the State Department of Education as a 'bureau' in the Department.

Motion passed that the procuring of such budgetary and statistical information as requested by Dr. Jay Conner be referred to the Sections for specific action.

#### **Revision of Education Code:**

(Elizabeth Reining, Chairman)

The next few years are very important in Code revision. The Joint Legislative Committee for the Revision of the Education Code has been granted \$60,000 for the year for preliminary work. The Committee is earnestly endeavoring to use the suggestions of the various organizations in the State. Our Association needs to stimulate the membership's interest in Code revision. This should be the concern of every member. Plans should be made to have more participants and more participation of all members in this work.

#### **New Business:**

Motion passed that the Director of the San Jose Library School (at present Dora Smith) and the Head of the Immaculate Heart College (at present Sister Mary Regis) be invited to become honorary members of SLAC.

The County Schools Libraries Committee, Northern Section, and a special committee made up of Elsie Holland, Mavis O'Reilly and Robert Muller asked that their organization meet as an affiliate with SLAC because they feel that they are school librarians. Since SLAC has a crowded program and there is overlapping of members on committees in both organizations, no action was taken at the Executive Board meeting.

---

### **BOOK JACKETS AID THE RELUCTANT READER**

BY DORIS SMITH,  
*Librarian, Central School*

Just a small box, labeled "Science Fiction," containing several book jackets from science fiction books often attracts students who are somewhat allergic to books or reading. They will look at the pictures and are encouraged to read the blurb and the comments about the author or illustrator. Occasionally they will ask for help in locating the book. Similar boxes are labeled "Adventure Stories," "Animals," "Biography," "Career Stories," "Mystery," "Fairy Tales," etc.

# Taking Inventory with Double Charging Cards

\*ELIZABETH G. SCOTT, Curriculum Assistant, S. F. Unified School District

Every high school librarian has faced, or will face, the problem of sufficient shelving space. At Lowell, when the main reading room shelves reached their capacity, we appropriated the work room area. Here we shelved all fiction and selected titles of non-fiction which we like to have at hand to lure dedicated fiction readers into broader fields of enjoyment. Many of these non-fiction titles are duplicated in the main reading room collection. When our accessions outgrew this added area, we managed to have a double faced shelving unit built down the center of the textbook room. Books are also in many classroom libraries, some on more or less of a permanent basis, others that change frequently. Taking inventory, you can easily see, presented problems. Out of our adjustment to these came the double charging card to take some of the grief from inventory.

The suggestion of a second set of charging cards in color came from two senior staff members. Taking inventory would consist of changing the cards—as simple as that! They volunteered to type the cards and the project was launched.

Buff charging cards were made for each book the shelf list indicated was in our library at the last inventory. These were kept in charging files in the library office. Everyone on the staff was interested in the project and would have helped had not the girls jealously guarded their rights. Since they checked their own cards, we had little or no extra work.

The regular staff made two cards for all the new books and filed the buff ones with those being made from the shelf list. Inventory time was looked forward to eagerly by the entire staff.

Since this innovation, routines have been much the same as for the traditional except that the shelf list is not handled until the librarian records the losses so clearly indicated by the charging cards for books not located.

Routines fall into the following pat-

tern with selected student staff members working in pairs. B handles the books, C the cards.

1. C reads the call number to B
2. B answers with the accession number
3. Cards are exchanged
4. B replaces the book (with the new card) on its fore edge

If cards are missing, books are left upright. When books are missing, cards are left in the file. During inventory, books coming in are shelved on trucks or tables set aside for that purpose, inventoried as sections are finished, and shelved on their fore edges.

When all books are turned on their fore edges, one student is assigned a section to check accession numbers for agreement on cards and pockets. He places books upright after he checks, leaving any with wrong cards on their fore edges to correct when finished with his section. These he checks with the librarian in charge of inventory. Wrong carding is corrected and the errors reported to the pair who did the section.

After ten years of taking inventory by changing the cards, we would be loath to return to the old way, although we admit freely that inventory is still time consuming. Junior high librarians, who adopted the system when beginning their library collections are enthusiastic about it but find it best to act as one of the pair changing the cards. Some of the advantages we have found are:

1. It is quicker
2. Students can do the preliminary changing of cards and checking
3. Losses are painfully obvious
4. Books which turn up during the year are easily noted
5. Cards for missing books are useful in making replacement orders
6. Circulation record indicates need for added copies or "selling"
7. Record work on the shelf list is made directly from charging card file

Disadvantages reported by another librarian, who has partially adopted the system, are:

1. Extra typing, and subsequent checking for errors, of two charging cards
2. Objection by students who use the names of those on the charging card as a recommendation.
3. Changing of cards for outstanding faculty books.

\*On leave from Lowell High School, S.F.

### CONTRA COSTA COUNTY SCHOOL LIBRARY DIRECTORS

BY THELMA DAHLIN,

*Coordinator of Library Services,  
Mt. Diablo Unified School District*

The County Schools Library has sponsored workshops and general gatherings of school library personnel, usually twice a year, for three years. These meetings vary but ordinarily are composed of a late afternoon meeting, dinner, and an evening speaker or program. Both librarians and clerks attend and participate. At a recent meeting, the first session was divided into interest groups—librarians at each of the three levels; a fourth section for clerks; and a fifth section for directors. This proved very satisfactory. The directors were particularly enthusiastic over the possibilities for such a group meeting more often than the customary twice a year.

At the January meeting, the group attempted to spell out the purpose of such a body and its potentials for school libraries in the County. A dozen objectives and areas of agreement were reached for guiding future activity. Three more districts were recommended for invitation. The general belief expressed was that all persons responsible for the district library program should be invited to participate, not just the directors. With this plan in action, membership from the thirteen districts will be:

1. County Schools Librarian
3. District Directors of Libraries
4. District Librarians

### 6. District Consultant or Director of Curriculum

Some of the tentative objectives outlined for purpose of such a group action were:

1. Sharing of all studies, outlines, bibliographies, or other documents developed by any and all districts.
2. Develop standards which are realistic and yet professionally sound in:
  - Book stock
  - Book selection
  - Personnel
  - Buildings and quarters
  - Budgets
  - Library skills
3. Provide workshops for both library personnel and classroom teachers.
4. Give special attention to the library, to the gifted, and to the reluctant reader.
5. Provide leadership and guidance to district administrators in matters of library needs.
6. Give special attention to the development of elementary libraries in all districts.
7. Demonstrate that the central building library, with adequate book stock, personnel, space, and budget, is an absolute necessity and an obtainable goal.
8. Share experience and experiments.

Plans for implementing these objectives will develop slowly through the year. Not all will be undertaken at once. But the knowledge that we are pooling our best thinking, experience, and energies for a common goal is very heartening to all of us who have pioneered in this County. Every facet of library advance is an improvement for the general library front. Our administrators always want to know what the adjacent district is doing and all of us will benefit from a general up-grading of library practices. We are enthusiastic over the possibilities and commend it to other counties or regions as time well spent.

## ***The Present Status of Credential Revision As It Relates to School Librarians***

At the State meeting of the School Library Association of California held last November a summary was made of the progress of credential revision up to that time. This report is given in the November, 1957 issue of the Bulletin. The following report will bring us up-to-date. It deals with two major problems: first, the present status of credential revision as it affects school librarians in the State, and second, the implications to school librarians of the School Code revision which was reported to the membership of SLAC during the closing business session of our State meeting at Asilomar.

*The Present Status of Credential Revision as it Relates to School Librarians.* Credential revision at the present time is in a state of great confusion. Dr. Roy E. Simpson is calling seven regional meetings to be held during this spring. A meeting was held in Los Angeles on March 28. At this time the report of the State Credentials Committee was presented and an explanation was made as to the part the State Department of Education has played in authorizing and preparing this report. Opportunity was given for persons to ask questions about the report and to present suggestions concerning it. Representatives of many of the "special credential" groups were in attendance. Considerable opposition was expressed concerning the present credential recommendations. It was charged that the proposals of the Committee on Revision of the Credential Structure in California would do the following, all described as undesirable: (a) lower the standards and prestige of the teacher (b) permit too much discretion at the local level for hiring and assignment of teachers, with possible political overtones (c) lead to downgrading of secondary and junior college teachers, nurses, and counselors.

Essentially, the report recommended that four credentials replace the four dozen now in effect. It suggested credentials for general teaching, vocational teaching, pupil personnel and administra-

tion-supervision. Another major recommendation of the Committee proposed that a prospective teacher be permitted to begin his teaching career upon graduation from college but with the provision that he complete a year of college work within five years of his starting date in order to finalize his teaching credential. From the above statement it is obvious that the status of the school library credential cannot be determined until the over-all pattern for the credential is agreed upon. At the present time there is on file the recommendation of SLAC as agreed upon a year ago by the vote of the membership. Further regional conferences will be scheduled for next fall. At this time your Credentials Committee will take note of any changes in recommendations for the School Library Credential which may result from possible over-all credential revision on the state level.

*The Implications for School Librarians of the School Code Revision Effective October 18, 1957 relating to the Librarianship Credential.* At the Sunday morning business meeting of SLAC last November it was announced that there had been an amendment to the California Administrative Code relating to the librarianship credential.

It was resolved by the State Board of Education, acting under the authority of Education Code Section 12135, and pursuant to the Administrative Procedure Act, that:

Section 1. Section 421 of Title 5 of the California Administrative Code is amended by changing subsection (b) thereof to read:

- (b) Twenty-four semester hours of special training in either:
  - (1) A library school accredited by the American Library Association; or
  - (2) A teacher-training institution accredited by the National Council for Accredita-



tion of Teacher Education, or the California State Board of Education.

It is a well known fact that education for librarianship requires that an institution provide a library which the student can use as a laboratory, and that the institution have the means and reputation to attract a faculty qualified to direct him in its use. The lowering of standards resulting from this Code revision will make it even more difficult to attract the superior student.

Your Credentials Committee has secured an appointment with Dr. Roy E. Simpson on May 20. To this meeting will go representatives from SLAC and the directors or representatives of library schools in this state.

The above report was made to our Executive Board at its meeting in San Francisco on Saturday, March 29. Formal action was taken at this time authorizing our representatives to the meeting on May 20, Mr. Herman Smith and Miss Edith Titcomb, to request that the above Code revision be rescinded and that the detailed recommendations concerning the professional training of school librarians made in the report which was submitted to Dr. Kinney in February, 1957, be incorporated in any new credential relating to school librarians which may result from this present credential study.

This is a progress report. The whole matter of credential revision will require lengthy study before final decisions are made.

Elizabeth Neal, Chairman  
Committee on Credential Revision  
Legislative Affairs Committee, SLAC

### ***Professional Committee Report, Southern Section***

This has been a year in which the Southern Section Professional Committee has been concerned with giving support to other important committees.

Your chairman has met with the State Professional Committee in thinking through the problems involved in securing a legislative advocate at Sacramento

to aid in the passage of the School Library Consultant bill.

We helped to publicize and to cooperate with Dr. Martha Boaz in the U.S.C. School of Library Science Institute meeting Saturday morning, November 16th, on the University campus. Planned for public school administrators and librarians, the meeting was well attended and very helpful.

We have worked with Mr. LeRoy Merritt, Chairman, Book Selection Policies Committee in thinking through "A Statement of Policy" relating to intellectual freedom in libraries.

At a meeting of our Southern Section Professional Committee, March 1st, in Los Angeles, we voted unanimously to oppose the change in the California Administrative Code made last fall whereby a school librarian could take her twenty-four semester hours of special training at a teacher-training institution, and instructed Miss Elizabeth Neal, chairman of the Credentials Committee, to carry our opposition to the State Executive Board meeting in San Francisco.

Your chairman has conferred with Mrs. Frances Adams, Los Angeles County Office, regarding a school library institute meeting for the coming year. It was the recommendation of the Advisory Council that the Professional Committee sponsor such an institute next year.

We are aware of the continuing problem that exists in giving student teachers training in the use of the school library.

Winifred Andrews, Chairman

The proceedings of the "Workshop on School Library Problems" directed by Mary Peacock Douglas, which was sponsored by the Department of Librarianship at San Jose State College, June 18-22, 1957, have just been released.

A special feature of the 103-page publication is the inclusive of the complete text of each main address given by Mrs. Douglas during the conference.

A limited number of copies are available, and may be obtained by sending \$1.50 to: Spartan Shop, San Jose State College, San Jose, California.



# The Year in Review, 1957-1958

(Reports given at Executive Board Meeting at San Francisco, March 29)

## S.L.A.C. SOUTHERN SECTION

As of March 13, 1958 the Southern Section, had a total of 314 members. Of this number 53 are new members. Further statistics reveal that 205 of our members belong to C.T.A., 103 to A.L.A., and 72 to C.L.A. Whether because of the increase in dues, or because the last few weeks are still to be accounted for, we have 45 members less than the 359 total at the end of last year.

Further figures on the financial aspects of our organization show us solvent to the extent of a bank balance of \$580.00. The treasurer anticipates that approximately \$150.00 of this amount will be paid out in bills before the close of the year.

Still on the financial side of the picture, Mrs. Allie Moore, Section vice-president and chairman of the Memorial Scholarship Fund Committee, reports that we have \$762.00 in our loan fund. Nine loans of approximately \$100.00 each have been granted during the past two years.

The Southern Section has had five book breakfast meetings during 1957-58 with an estimated average attendance of around one hundred. As an innovation, chairmen of various committees have given progress reports at the book breakfasts in order to keep our members informed as to the activities of the organization as a whole. The Membership and Recruitment chairmen reported most interestingly, as did our two representatives to the California Teachers' Association Good Teaching Conference.

Carrying the subject of committee work into the realm of state committees, the Southern Section Council wishes to go on record in favor of the State Association paying the expenses of two representatives of the Credentials Committee to appear in Sacramento, May 20, 1958. These representatives have an appointment on that date to talk with Dr. Simpson about the problems incident to the recent code revision.

The Christmas meeting at the Statler Hotel in Los Angeles was again a highlight of the year. It has already been covered in the president's report of last November and in the *Bulletin*.

The annual Spring Meeting on May 3 was held at the El Cortez Hotel in San Diego, at which time Dr. Gerhard Wolter of San Diego State College spoke at the luncheon on the subject, "Soviet Education and Its Implications for Us." The morning session was devoted to a business meeting, including the introduction of the newly elected Association officers.

Under the leadership of Mrs. Helen Eikenberry, Book Committee Chairman, the Southern Section plans to participate in the Claremont Reading Conference in July, 1958, having charge of four section meetings on four successive days. We have taken part in this conference at various times in the past years, and believe in it as the type of participation which gives a wider scope to our activities.

Through excellent committee work under the leadership of enthusiastic committee chairmen, through the cooperation of all the officers from both state and section, and through an interested membership, I feel that the year has been happily successful.

Respectfully submitted,

Mary Fleck, President

## S.L.A.C. NORTHERN SECTION

As president of the Northern Section, it is my pleasure to report a good year for the organization.

Two major projects have been undertaken. The Elementary Committee, under the chairmanship of Mrs. Betty Milligan, has set up a booklet of games and devices for the teaching of library use and skills to elementary children. The material was submitted by the membership to the Committee. Under the leadership of Warren Hicks, chairman of the Professional Committee, a survey is being made of the cost involved in processing a book for a high school library.

The meetings for the year have been well attended. The programs have been varied, most interesting and definitely worthwhile. The SLANC meeting sponsored by the SLAC was held April 26, at the University of Santa Clara.

Northern Section is assisting the American Association of School Librarians in making plans for the July, 1958 convention in San Francisco. Members will be taking an active part in the Sunday night buffet supper, the Tuesday morning State Assembly Breakfast, and the Monday afternoon Tea, sponsored by SLAC.

For the first time, the election of SLAC officers was a "white" ballot. The Nominating Committee was successful in securing two names for each office.

May I say how much I have enjoyed serving as president . . . making new friends and renewing old friendships . . . and working for the success of a strong professional organization.

Respectfully submitted,  
Genevra S. Willey, President

Francis W. Noel, Chief, Bureau of Audio-Visual Education, State Department of Education has extended an invitation to four representatives of SLAC to attend the Audio-Visual Education Donner Summit Workshop, August 4 through August 15, 1958. Mildred Eshnaur, Mildred Frary, Elsie Holland and Charlotte D. Davis have accepted the appointment to attend.

## SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

### STATE AND SECTION OFFICERS — 1958-1959

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Director	Mrs. Genevra Willey, Parker Elementary School, 7929 Ney Ave., Oakland Home address: 214 Pacific Ave., Piedmont. Phone: OLYmpic 2-7428

## Southern Section Recruitment Activities

By Gwendolyn Roessler, Chairman, Recruitment Committee  
Instructor-Librarian, Los Angeles City College

Several alarming and depressing facts were responsible for establishment of a recruitment group separate and apart from the Southern Section SLAC Professional Committee. In 1957 ALA estimated 10,000 vacancies existed in the professional library field. There were 800 students, in all the accredited library schools, available for placement that year. Kathleen B. Strebbs, Personnel Director, Detroit Public, reported that one of the largest library schools, normally graduating over 100 students, would have only 45 ready for placement in the summer of 1957; the Detroit Public, alone, could use all of the 45. One medium sized U. S. public library, unable to secure sufficient personnel, had recourse to an advertisement in the *London Times*. The situation in the school library field is just as critical.

With scientific and teaching fields actively soliciting recruits by means of all the mass media of communication, it was felt that the library profession would have to make its needs known.

Late in 1957, the newly formed Committee met to formulate a program. The consensus was that we would justify the first year of our separate existence if we actually implemented and carried out the following projects. At the end of the year, your Committee had accomplished the following:

1. Ascertained from public service directors of local TV stations procedures necessary for securing free spot announcements for recruitment in the librarianship field. Stations were most responsive. The Committee immediately set to work writing 10 and 20 second spot announcements. The chairman enlisted the aid of the audio-visual section of the Los Angeles school system; professional photographers took vivid, interesting interior studies of our most attractive libraries. All material released through the TV media was to be of a high professional quality. The stations were appar-

ently pleased with the results. KRCA (Channel 4), KTTV (11), KHJ (9) KNXT (2), and KCOP (13) accorded us an average of three to five announcements per week on each station. There was no special set time for these releases; they appeared as a public service and had to share time with many other organizations and drives. We felt most fortunate, however, as our announcements have continued steadily from February and will not end until June, 1958. The publicity granted us would be worth several thousand dollars. Although the committee members found this project the most difficult and time consuming, we felt that the number of persons reached warranted the efforts made. Dr. Martha Boaz, Head of USC Library School, arranged for similar releases over radio stations; she reports a number of inquiries as a result of the publicity.

2. We next turned our attention to the preparation of kits designed to aid high school and college librarians and counselors in presenting the most up-to-date information for entry into the library field. A spot check with several schools revealed that our profession had been lagged and remiss in supplying accurate, recent and detailed data for students seeking entry to professional librarianship. The chairman and Lois Fetterman of the Los Angeles City Schools Library Division prepared over 250 counseling kits containing the following essential materials: (1) catalogs of the University of Southern California and Immaculate Heart College library schools; (2) latest ALA lists of ACCREDITED LIBRARY SCHOOLS; (3) the ALA LIST OF FELLOWSHIPS, SCHOLARSHIPS, GRANTS-IN-AID, LOAN FUNDS AND OTHER ASSISTANCE FOR LIBRARY EDUCATION. Only two carefully selected brochures were included: SHOULD YOU BE A LIBRARIAN, by Edward G. Freehafer, originally appearing as an advertisement in *SATURDAY*

**EVENING POST, LADIES HOME JOURNAL** and **LIFE**, and **COLORFUL CHALLENGING CAREERS IN THE LIBRARY WORLD**, prepared by the Alumni Assn. of the Library School of USC. Sister Mary Regis of Immaculate Heart College, Graduate Dept. of Library Science contributed a valuable mimeographed pamphlet, briefly outlining requirements for the Master's Degree. Lack of time and money made it impossible to send a counseling kit to all members of SLAC; however, we did supply all the Los Angeles City public and parochial high schools and colleges; all major school districts or large high schools, and some colleges, throughout Southern California. It is hoped that subsequent recruitment committees will keep the material timely. Insofar as possible, we tried to present these materials to librarians or counselors personally, and have suggested that outdated, useless information in files be discarded.

3. Early in the year, your chairman approached Mrs. Georgiana Hardy, one of the most popular and able members of the Los Angeles City Board of Education, and asked her if she would be able to present the case for librarianship as part of her widely televised program **CAVALCADE OF BOOKS**. With the customary alacrity and graciousness that characterize Mrs. Hardy's response to worthwhile requests involving advancement of education, she suggested that we arrange for an interview with a librarian. We chose one of the ablest and most charming—Dr. Martha Boaz. On Sunday, March 2, over Channel 4, in a brief but fact and interest packed interview, Dr. Boaz gave a capsule presentation of opportunities, salaries and educational requirements for entrance into varied fields of librarianship.

In order to cope with this continued shortage, it is hoped that many of our large professional organizations will establish separate recruitment committees, composed of informed, aggressive personnel, capable of *carrying out* as well as planning programs. We are in far too critical a position to rely upon committees which content themselves with de-

ploring personnel insufficiencies over a social dinner table and proffering grandiose plans which remain unimplemented. In final analysis, however, selling library careers will always be best accomplished by the high quality of service, pride in profession and dedication to highest professional standards evidenced by the individual librarian.

## Foreign Teaching Posts

The government is at present recruiting personnel for the 1958-1959 school year, for schools established for children of United States citizens stationed abroad. Posts will be available in schools, operated by the Army, in Germany, France, Italy, Japan and Okinawa. The greatest need is for elementary teachers experienced in the primary grades. There are also vacancies at the secondary level for teachers who qualify in two major fields; and there are opportunities for school librarians, guidance counselors and dormitory supervisors.

General qualifications for such foreign posts include a bachelor's degree, two years of teaching experience, and a valid teaching certificate.

The tour of duty is one year; salary is \$377 per month and rent-free living quarters are provided in most areas; free transportation overseas and return.

If you are interested, contact immediately Overseas Affairs Division, Office of the Deputy Chief of Staff for Personnel, Department of the Army, Washington 25, D. C.

The Advancement and Placement Institute, a non-commercial, professional information and advisory service for the field of education, urges American teachers to take advantage of opportunities to teach in foreign lands. Such teachers are making a contribution in interpreting our country abroad, and in enriching international understanding at home upon returning to the schools of America.

Administrative, librarian, science posi-

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## ***Ella Sarah Morgan, 1876-1958***

By (Mrs.) Katherine Folger Gibson, Librarian  
Belmont High School, Los Angeles

The Dean of School Librarians has passed, and all who knew her mourn her leaving. The memory of Ella Morgan is precious to countless people but to school librarians she was a very special person. The foundation stones she laid in the structure of school libraries were placed with so much imagination and skill, they still endure. Hers was a life of idealism made practical, of long years of work transmuted into a life of satisfaction, of remarkable productivity, that enriched the lives of more than a generation of readers.

Her name is inextricably linked with other important names in the educational annals of Los Angeles. In 1902 William H. Housh was principal of the High School. Susan Dorsey was vice-principal and James A. Foashay was superintendent of schools. It was with their ready cooperation that Gertrude Henderson's suggestion was accepted: that a trained custodian of books be employed to take charge of the books heretofore kept in locked cases and circulated only on Fridays after school. Miss Morgan was elected to this position. In addition, she was to act as secretary to the principal.

She was well equipped for this first experiment in the West: a school library, administered by a librarian. She had graduated from this same school and after finishing her library training had had five years experience in the Public Library. This experience and background she adapted, with vision and ingenuity, to school library problems. Before long, she had persuaded Mr. Housh to supply funds for books; to replace the study hall desks with tables and chairs; to remove the glass doors from the bookcases; and to open the library from 8 to 4 daily. By the end of her first semester's assignment, June, 1903, she was devoting full time to the library and her salary had been doubled.

The High School soon became Los Angeles High School as other schools were built in the city. Miss Morgan re-

mained there until Lincoln High School was built in 1913, whose library she organized and administered until her retirement in 1940.

During these years Miss Morgan was a leading figure in the organization of school library associations in the city, Southern Section and the state. In 1914, as Miss Morgan once wrote, the world saw the end of one era and the birth of a new one. The schools reflected this change. One expression of the change in education was a great expansion of school libraries. That year the librarians of the Los Angeles city schools were organized into an active association. In August 1915, the California School Library Association was formed. The meeting was called by Ella Morgan and she was elected first president; there were thirty-seven members in this first association.

In 1930 she was made chairman of the Book Committee that originated our nationally known Book Breakfasts. She served as chairman for the first two years of its existence and helped give it that virility and stamina so necessary to early growth.

It has been said, when the time is ripe for an idea to come into form, the right person is prepared for the task. Ella Morgan was such a person and she ably performed the task.

We are the fortunate ones, who through the years, have profited by her wisdom and her vision and have known her kindly guidance and shared her friendship.

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### ***Foreign Teaching Posts***

(Continued from Page 15)

tions are available in American-owned private schools abroad. Specific data relating to salaries, expenses, teaching positions, etc., may be obtained by writing to The Advancement and Placement Institute, Box 99-F, Greenpoint Station, Brooklyn 22, New York.

## Appreciation of Poetry

By BERNICE MCCARTHY, Principal  
Parker Elementary School, Oakland

"Not by bread alone doth man live" and in the development of boys and girls we have a challenging responsibility to fulfill our obligations in the development of the whole self.

The Arts is a field in which creativity, inspired by inner thoughts and feelings, has been expressed and is being expressed through any media. Literature, and the role of poetry in it, is an area in which nature and human nature can be given the aspect of beauty from within, inspiring children as well as adults in the art of living.

Appreciation of the arts is an essential element, for the same results can be attained with those who have the capacities for appreciation but lack the ability to create. Time, then, should be devoted to the development of this appreciation.

There are levels of appreciation in poetry and stages of growth just as in other areas of subject matter. Dr. Robert Carlsen, has described these stages in five levels of development:

The pre-school stage in which there is the discovery of rhythms and pleasant sounds. There is in this stage the development of interest and manipulation of sound patterns as in the Nonsense rhymes and the Mother Goose rhymes.

The second stage is that of rhythm and rhyme as a structure for relating one's own experiences, one where there is a reflection of what we experience. This is a stage of sentimentality and the stage where people often stop in their appreciation development.

The next stage is one where there is projection into a better world, where the message in verse suggests a quality of living more noble than that of the reader's and suggests attitudes of mind beyond one's actual experience.

A higher stage of appreciation is in the poetry that is an expression of symbols, expressing feelings we find difficult to express, fleeting feelings for which we can find no words except those written by poets. This stage demands much sensitivity and a high level of maturity.

The fifth level, and the most mature level, is that stage where the interest is in the literary techniques.

In bringing poetry to children we ourselves need to have developed our own appreciation. Poetry must be carefully presented to them as they are ready, for each successive stage. The selection of materials is important in meeting these stages as they develop; rushing the process can hinder the development.

As a casual part of regular classroom activities, with use and enjoyment, poetry becomes a part of the whole and is then not the unusual. It should be looked upon as a form of communication, one that can bring much enrichment to life.

In this era of progress and stress on the scientific and mathematical, let us keep in mind the beauty of the expression of the soul and the inspiration that comes to us from this form of expression.

### POETRY COLLECTIONS FOR ELEMENTARY LIBRARIES

GENEVRA WILLEY, Librarian  
Parker Elementary School, Oakland

A. C. E. *Sung Under the Silver Umbrella*.  
Macmillan, 1935.

Aldis, Dorothy. *All Together*. Putnam,  
1952

Arbuthnot, May Hill. *Time for Poetry*.  
Scott Foresman, 1951

Barrows, Marjorie. *Read-Aloud Poems*.  
Rand McNally, 1957

Benet, Rosemary and Stephen. *Book of  
Americans*. Rinehart, 1952.

Brewton, John. *Under the Tent of the  
Sky*. Macmillan, 1937

..... *Gaily We Parade*. Mac-  
millan, 1940.

Brewton, Sara and John. *Bridled with  
Rainbows*. Macmillan, 1949

..... *Christmas Bells Are  
Ringin'*. Macmillan, 1951

..... *Sing a Song of Seasons*.  
Macmillan, 1955

Chute, Marchette. *Rhymes About the City*  
MacMillan, 1946

..... *Around and About*. Dutton,  
1957

..... *Rhymes About the Coun-  
try*. Macmillan, 1941

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- Coatsworth, Elizabeth. *Summer Green*. Macmillan, 1948.
- Doane, Pelagie. *Poems of Praise*. Lippincott, 1955
- Edey, Marion. *Open the Door*. Scribners, 1949
- Fargeon, Eleanor. *Poems for Children*. Lippincott, 1951.
- Ferris, Helen. *Favorite Poems, Old and New*. Doubleday, 1957
- Field, Rachel. *Prayer for a Child*. Macmillan, 1944
- ..... *Poems*. Macmillan, 1957
- ..... *Taxis and Toadstools*. Doubleday, 1926
- Fisher, Aileen. *Up the Windy Hill*. Abelard, 1953
- ..... *Runny Days, Sunny Days*. Abelard, 1958
- Frost, Frances. *Little Whistler*. Whittlesey, 1949
- Fyleman, Rose. *Fairies and Chimneys*. Doubleday, 1920
- Geismer, Barbara. *Very Young Verses*. Houghton, 1945
- Hazeltine, Alice. *The Year Round, Poems for Children*. Abingdon, 1956
- Hubbard, Alice. *The Golden Flute*. John Day, 1932
- Huffard, Grace. *My Poetry Book*. Winston, Rev. Ed., 1957
- Lear, Edward. *Nonsense Book*. Garden City, 1956
- Lenski, Lois. *Now It's Fall*. Oxford, 1948
- Love, Katherine. *A Little Laughter*. Crowell, 1957
- ..... *Pocketful of Rhymes*. Crowell, 1946
- McEwen, Catherine. *Away We Go*. Crowell, 1956
- Milne, A. A. *When We Were Very Young*. Dutton, 1924
- ..... *Now We Are Six*. Dutton, 1927
- McGinley, Phyllis. *All Around the Town*. Lippincott, 1948
- Mother Goose. *Tall Book of Mother Goose*. Harper, 1942
- ..... *Book of Nursery and Mother Goose Rhymes*. Doubleday, 1954
- ..... *Lavender's Blue*. Watts, n.d.
- Peterson, Isabel J. *The First Book of Poetry*. Watts, 1954
- Richards, Laura. *Tirra Litra*. Little, 1955
- Rossetti, Christina. *Sing-Song*. Macmillan, 1924
- Sechrist, Elizabeth. *It's Time for Thanksgiving*. Macrae Smith, 1957
- Smith, William Jay. *Laughing Time*. Little, 1955
- Stevenson, Robert Louis. *Child's Garden of Verses*. (Tasha Tudor) Oxford, 1947
- ..... *Child's Garden of Verses*. Simon Schuster, 1951
- Thompson, Blanche. *Silver Pennies*. Macmillan, 1925
- Thompson, Jean. *Poems to Grow On*. Beacon Press, 1957
- Thorn, Alice Green. *Singing Words*. Scribner's, 1941
- Young, Barbara. *Christopher O*. McKay, 1947

## An Ex-SLAC in Mexico

By VIRGINIA GILBERT

Formerly Librarian, Salinas High School

It is exciting to see in Mexico today the development of interest in children's libraries. During the course of my three trips to Mexico since 1954, and especially on my latest visit from December, 1956 to June, 1957, I have seen in different parts of Mexico many concrete manifestations of this interest.

In Tuxpan, Michoacan, a Mr. Mendle of St. Louis, Mo., gave money for a book collection and its housing and maintenance. It was in this library that I had the pleasure of working in the fall of 1955. Never have I spent three more satisfying months than those during which I "sold" the children's section of this little library to, first, the young Mexican girl in charge and, second, to the children of the town of Tuxpan. With the help of the administrator of the fund, we bought colored paper, crayons, scissors, paste. We made and put up bulletin boards and posters. We bought books giving directions for making things of paper, and from these directions the children con-

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# Education for School Librarianship

## . . . Some Recent Developments

BY MARY HELEN MAHAR and WILLARD O. MISHOFF

(Reprinted with permission from *SCHOOL LIFE*, February 1958)

The prevailing demand for school librarians to fill positions in new schools initiating or expanding library programs has increased pressure on colleges and universities offering library education to recruit and train greater numbers of school librarians. It has also resulted in organization of new departments of library education in teacher education institutions. An examination of official announcements issued by nearly 1,900 higher educational institutions in the United States in 1956-57 finds that 563, or nearly one-third, were endeavoring to meet this demand through programs in school library education. Inevitably, such a growth of programs has led to some confusion about standards for the professional preparation of school librarians, and has raised some questions on the accreditation of these programs.

The school library profession has agreed generally that preparation for school library service should be threefold: General education, philosophy and methods of education, and librarianship. The profession also agrees that the curriculum in librarianship should include both general courses and courses special to school library service. If the school librarian is to fulfill his functions effectively, his professional education should give him a status equal to that of other members of both the library and the teaching profession. He cannot adequately meet these requirements in professional education in a 4-year undergraduate program; such requirements point to 5 or 6 years of undergraduate and graduate study. Because of the increasing opportunities in teaching, supervisory, and administrative positions and the demand for professional leadership in the school library field, there is also need for study and research by school librarians on the doctoral level.

Programs in school librarianship, in general, aim at developing in students

(1) knowledge of various school library and instructional materials, (2) competence in school library administration, (3) recognition of the library's place in the school program, (4) understanding of the library's function in the educational development of children and young people, and (5) appreciation of librarianship as a profession.

The basic program of the graduate library school usually consists of approximately 30 semester hours of study, or the equivalent of one academic year or more, and leads to the master's degree. Course work beyond the fifth-year level is dependent upon the individual student's background and elected field of study. In general, graduate professional studies aim at (1) analyzing the functions of libraries in society and education, (2) investigating the field of communications (print, film, radio, and television) in its relation to school librarianship, (3) emphasizing the underlying principles and problems of school library service, (4) exploring the literature and bibliography of library science, and (5) familiarizing the school librarian with methods of research applicable to his problems. Library schools offering such graduate programs encourage students to broaden their scholarship and professional outlook through advanced courses in library science and related courses in education.

The American Library Association, through its Committee on Accreditation, has developed standards for the accreditation of graduate library schools. Many of these schools accredited by the American Library Association are offering professional education for school librarians and are contributing significant numbers of professional librarians to the school library profession. However, they represent only 29 of the 563 institutions offering library education, and they cannot begin to meet the needs for school librarians.

A large part of the responsibility for the professional education of school librarians has, therefore, devolved upon those teachers colleges and liberal arts colleges which offer library education. Some offer courses in library education at the undergraduate level, some at the graduate level; and some have programs that combine undergraduate and graduate courses.

For some time the school library profession has recognized the advantages in beginning professional courses in librarianship at the undergraduate level—for example, the provision of temporarily certified school librarians at the termination of 4 years of undergraduate work, and the possibility of coordinating undergraduate programs with graduate programs in librarianship, education, and general studies.

Standards for Library Science Programs in Teacher Education Institutions, prepared by the Board of Education for Librarianship of the American Library Association (now called the Committee on Accreditation)<sup>1</sup> in 1952, based its standards on the assumption that "the basic program of education for school librarianship is legitimately to be given at the undergraduate level but the amount of such work in library science should not be so great as to limit the amount of general and professional education common to all teachers; therefore, these standards are intended to accredit only undergraduate curriculums totaling not less than 15 and not more than 18 semester hours." According to the standards, "There should be articulation between the undergraduate programs in library science and the graduate library school programs in the same area."

These standards were prepared for the use of the American Association of Colleges for Teacher Education. Since the function of accrediting teacher education institutions has now been committed to the National Council for Accreditation of Teacher Education, these standards are

<sup>1</sup> These standards were prepared with the assistance of the American Association of School Librarians, Association of College and Reference Libraries, and State School Library Supervisors.

no longer in effect. However, they represent professional opinion on undergraduate education for school librarianship, which may well be considered in the development of future standards.

The technical preparation of school librarians is provided at the undergraduate level through basic courses in library methods. This instruction emphasizes the techniques of selecting, acquiring, classifying, cataloging, and using books and other library materials suited to a school library, as well as school library administration. Supplementing these fundamentals of librarianship are other courses, useful alike to teachers and librarians, in children's and young people's literature, storytelling, audio-visual materials, and methods of using school library materials in teaching. Students are usually given practical opportunities for observation and supervised work experience in centralized school libraries. In colleges for teacher education, these activities are usually integrated with student-teaching programs.

Although library education programs for school librarians were available in 1956-57 in 563 institutions of higher education in continental United States and its outlying parts, their distribution by Census regions varied widely. There were 62, or 11 per cent, of these institutions in the 9 Northeastern States; 197, or 35 per cent in 12 North Central States; 208, or 36.9 per cent in 17 Southern States; 95, or 16.9 per cent in 11 Western States; and 1, or 0.2 per cent in 5 outlying parts of the United States. A majority of the programs for school librarians were administered in a department of library science, but in at least 65 institutions such courses were administered or offered in the department of education.

Programs of school library education varied widely in scope. At the top were 121 colleges and universities that provided courses totaling 24 or more semester hours, or the equivalent, and representing approximately an academic year of graduate or undergraduate study. Below this level were 270 institutions that offered, as a part of the teacher education curriculum, programs of 6 to 23 se-

mester hours in school librarianship. Included in these two groups were 178 institutions that provided a formal major or minor of 15 or more semester hours in library courses at the undergraduate level for the preparation of school librarians. There were 172 colleges that endeavored to provide the rudiments of library methods for teachers in courses of less than 6 semester hours.

In some States, a relatively large number of institutions offer less than 20 hours of library education; in other States few or no institutions offer such courses.

In colleges of teacher education, programs for school librarianship have been influenced by the common problems of providing professional personnel for public schools. The acute shortage of qualified teachers and librarians in this country has deterred college administrators from extending 4-year teacher education programs to 5 years for students without professional experience, even though a strong trend in professional thinking in this direction existed before World War II. As a consequence, more and more professional courses have been placed in undergraduate curriculums.

To assist teachers colleges and other institutions in developing their programs in library education in accordance with professional principles, the ALA Committee on Accreditation has recently appointed a subcommittee to develop standards for the accreditation of undergraduate programs of library science. It is believed that these standards will be used along with those of other professional groups by the National Council for Accreditation of Teacher Education in evaluating all areas of education in teacher education institutions. Programs in library education, therefore, will be evaluated by the Council not only in terms of standards of professional librarianship but in terms of their relationship to the philosophies and purposes of the institutions under evaluation. This concept of standards should be of value to teacher education institutions in establishing curriculums of library education aligned with the total programs of teacher education — programs which are usually

designed to meet the special needs of regional and State school systems as well as the requirements for State certification.

This concept of standards should be of value also in facilitating the provision of courses in school library materials and their use in teaching, not only to students training for school librarianship but for students training for school administration and testing. Although some institutions do give courses in these fields to students preparing to be teachers, the usual practice is to offer them exclusively to students in library education departments. As a consequence, the responsibility for introducing administrators and teachers to the use of library materials in school curriculums falls upon the school librarians in service. Teacher education institutions, therefore, have a unique opportunity to prepare elementary and secondary school teachers in the use of a wide variety of books and other materials in teaching, and to contribute to the effectiveness of school libraries as instruments of education.

Programs of school library education lead to bachelor's and master's degrees in arts, science, and education and may include a concentration in library subjects directed toward the problems of school librarianship. The bachelor of library science degree, or its equivalent, formerly awarded after a postgraduate year of study in a library school, is now generally superseded by a master's degree. Since a master's degree may qualify a school librarian for a higher position on a salary schedule than a bachelor's degree, many schools have found it necessary to eliminate the distinction between library degrees obtained for a fifth year of professional study.

The number of degrees earned or number of years of undergraduate and graduate study completed by school teachers and librarians exerts considerable influence on salary schedules in elementary and secondary schools. Since school librarians commonly have equal status with teachers on school faculties, a school librarian with 5 years of higher education may generally expect to receive the same salary as a teacher with an equivalent

lent amount of education, if both have equal experience. This fact., in addition to certification requirements and desire for professional growth, encourages school librarians with only undergraduate education to work for the completion of 1 or 2 years of graduate study.

Although recruiting programs for the school library profession must give primary consideration to interest in, and fitness for, school library service, the professional status and salaries of school librarians have implications for recruitment. High school and college students alike are attracted to fields which possess possibilities for professional growth and commensurate salaries. Teachers in service and housewives with college degrees desiring to return to teaching recently have shown increased interest in the school library field because of the nature of the work, the opportunity for service to the entire school program, and continuing professional development. Planning for the education of school librarians requires, therefore, the cooperative efforts of the library profession, school administrators, college and university officials, and others concerned with the recruiting and education of competent personnel for school library service.

*(Miss Mahar is specialist for School and Children's Libraries and Mr. Mishoff is specialist for College and Research Libraries, both in the Library Services Branch, Office of Education.)*

### **An Ex-SLAC in Mexico**

(Continued from Page 18)

structed windmills and masks and airplanes and birds and animals and, best of all, scrapbooks. We had certain hours for this handicraft. During the rest of the time we had story hours and oral and silent reading. Many of the books were in English, having been donated by well-wishing tourists. Some of these I translated with the help of the students in my English class. Others had been translated by the Benjamin Franklin Library in Mexico City. These translations, printed on large sheets of paper, can be cut to fit the pages and pasted over the English

words. We sent for those we could use and were thus able to increase our collection of story books. What fun we had!

In San Miguel de Allende I had some share in another children's library, established and supported by private funds. In this case, the American residents of the town furnished the money to rent the house, remodel it for use as a library, supply the books and equipment, and pay the salaries of four Mexican attendants. This library shows what can be done in three years toward the development of a real, cultural center by a group of energetic women. In addition to the two reading rooms, one for young children and the other for teen agers, there are rooms for handicrafts and art, a marionette workroom and theater. It was in the latter activity that I was able to be of some help during my two months' stay in San Miguel. But I felt that I was not really needed as much here in this well equipped and well functioning library as I might be in some other place.

It was in Patzcuaro that, with the help of my good friend Carolina Mugica, I found my library: a little glass-enclosed kiosk, dedicated as a library by President Cardenas ten years earlier. Situated in the middle of a patio of a government boarding school for poor boys, it had been used for about five years as a corn storage bin. The principal of the school listened with interest to our plan for rehabilitating the library and gave orders right then and there that the corn should be moved and the place cleaned so I could go to work the next Monday. Such immediate response left me quite breathless.

Well, it wasn't the next Monday that the corn was removed, but not many days elapsed before I was able to get started throwing out the old pamphlets and papers, wielding duster, broom and mop, and putting the useable material in some sort of order. The teachers and boys stood about in their free moments and sometimes lent a hand. All were interested and cooperative. And this attitude was especially encouraging to me because I was working now, not for a self-sufficient group, but for the national government

(Continued on Page 25)

## **Library School News**

### **San Jose State College**

Seminars: July 11, 21, 22 and 23

Friday, July 11—"Current Problems in the Evaluation of Children's Books"—Mary K. Eakin.

Monday, July 21—"Role of a State Library Consultant in Developing Better School Library Service"—Ruth Ersted.

Tuesday, July 22—"Developments in the Field of Instructional Materials"—Dr. Louis Shores.

Wednesday, July 23 — "Trends in School Librarianship in Japan"—Robert Gitler.

Although the seminars are part of the regular summer program, all interested persons are invited to audit the meetings, which will run from 1:30 to 3:30 on each of the four afternoons.

Mrs. Orcena Mahoney, Executive Secretary of the Resources and Technical Services Division of ALA, will be a guest of the Department on Tuesday, July 8. Students will have an opportunity to meet and talk over cataloging problems with Mrs. Mahoney, who is a former graduate of the Dept. of Librarianship at San Jose.

### **University of California Berkeley**

Courses and seminars toward the master's and doctor's degrees will be offered in the 1958 summer session at the School of Librarianship.

*First Session: June 16-July 26*

Special Problems in Classification and Cataloging; Seminar in Advanced Cataloging, by Maurice F. Tauber, Columbia.

School Library Administration; Library Work with Children, by Jean Lowrie, Western Michigan College.

Bibliography & Reference Materials (Beginning Course) by Ray E. Held.

*Second Session: July 28-September 6*

Municipal & County Library Administration; Seminar in Problems in Public Library Administration, by John S. Richards, Seattle Public Library.

Selection & Acquisition of Library Materials, by LeRoy C. Merritt, U.C.

Reference & Government Publications, by Fredric J. Mosher, U.C.

Admission requirements are the same as for regular sessions. Application for admission must be made to the School, the Graduate Division, and the Summer Sessions office. Tuition is \$65 per session. Application must be made and notice of acceptance received before coming to Berkeley.

### **University of Michigan Ann Arbor**

Workshop: August 4-15

A summer workshop will have as its theme "Library Service to Teen-Agers." Topics to be considered will be selection of reading materials for this age group and methods of working with them in school and public libraries. Illustrative materials will be available and consultants from both school and public libraries will be present.

The Workshop, open to regular students in the summer session, will carry two hours graduate credit. People considering attending are urged to register as early as possible. A suggested reading list will be sent to participants when definite registration is received.

The following courses of interest to librarians working with young people will be offered in the first six weeks of summer session: Organization of Materials in the School Library; Literature for Adolescents; Audio-Visual Methods and Materials; Seminar in School Library Administration.

### **University of San Francisco**

Workshop: June 30 — July 11

"The Library Book in Focus" is the theme of the workshop, which has as its purpose to present all aspects of book production by bringing together the foremost editors and illustrators of books for children and young adults with librarians and teachers to discuss and work out mutual problems.

Miss Margaret V. Girdner, Director, Bureau of Texts & Libraries, San Francisco Schools, will again direct the Workshop, assisted by Sister Mary Alma, Presentation High.

Library Science (Educ.) S299.4 "The Library Book in Focus" (3 semester hours of credit) will extend from June 30 to July 11, 9:00 a.m. to 3:30 p.m. daily.

Library Science (Educ.) S299.5 "Directed Study in Book Problems" (4 semester hours of credit) will enable the teacher and librarian to work on basic book problems in their own teaching fields. Only open to those students who are registered for Library Science (Educ.) S299.4.

Tuition: 3 units \$36; 4 units \$48.

Because of limited facilities, the enrollment will be confined to 150 persons.

### **A.L.A. "Interesting Adult Books of 1957 for Young People"**

Chute, B. J., *The Blue Cup, and Other Stories*. Dutton.

The author of *Greenwillow* presents twelve short stories which vary in mood and tone but which prove again her skill and compassion.

Schaefer, Jack, *Company of Cowards*. Houghton.

A group of Union soldiers, accused of cowardice, redeem themselves on the western frontier.

Randall, Ruth Painter, *The Courtship of Mr. Lincoln*. Little.

Family opposition, a broken engagement and a challenge to a duel complicated the course of this "all-American" love story!

Bishop, James Alonzo, *The Day Christ Died*. Harper.

Moving, hour-by-hour narrative of the final day, from the Last Supper to the drama at the cross.

Lord, Walter, *Day of Infamy*. Holt.

The people of Pearl Harbor and the enemy overhead play out the dark hours of December 7, 1941.

Mowat, Farley, *The Dog Who Wouldn't Be*. Little.

Unmatched on the hunt or in the rum-

ble seat, an eccentric pooch named Mutt comes alive as the author chuckles over his Canadian boyhood.

Rayner, Denys Arthur, *The Enemy Below*. Holt.

A British destroyer and a German U-boat pursue a deadly game in this taut World War II novel.

Mehta, Ved, *Face to Face*. Little. A sensitive and talented young Hindu, blind since childhood, describes his lonely youth in India and his wondrous education in America.

McLean, Alistair, *The Guns of Navarone*. Doubleday.

Compelling novel about five British commandos who silenced the guns of a German garrison.

Packard, Vance, *The Hidden Persuaders*. McKay.

How the Madison avenue ad-men use psychology to tantalize, even hypnotize, American consumers and voters.

Housepian, Marjorie, *A Houseful of Love*. Random.

Life abounds in shishkebab, yogurt, and relatives in this story of an Armenian-American family during the '30s.

Marshall, Alan, *I Can Jump Puddles*. World.

Deeply appealing account of a boyhood spent on crutches in the bush country of Australia.

Sutcliffe, Rosemary, *Lady in Waiting*. Coward-McCann.

The stormy and tragic career of Sir Walter Raleigh is skillfully interwoven with the poignant story of his wife Bess.

Phillips, Alan, *The Living Legend*. Little. Lively anecdotes and little-known facts show the Royal Canadian Mounted Police as many men: tax collectors, sleuths, coast guardsmen.

Durrell, Gerald M., *My Family and Other Animals*. Viking.

The antics of an engaging English family are told by the youngest son who puts in a "plug" for his hobby of insect collecting.

Shute, Nevil, *On the Beach*. Morrow.

As deadly radiation seeps into the Southern Hemisphere, an American submarine commander spells out his



last days of life with friends in Australia.

Howarth, David Armine, *The Sledge Patrol*. Macmillan.

A handful of courageous Danes outwit the Germans as the war reaches the icy wilderness of Greenland.

Burgess, Alan, *The Small Woman*. Dutton.

The remarkable, true story of Gladys Aylward, the London parlormaid who served as missionary among the mountain people of northern China and did espionage work during the Japanese invasion.

Reynolds, Quentin James, *They Fought for the Sky*. Rinehart.

An exciting chronicle of the gallant and heroic air aces of all nations who fought for the sky in World War I.

Caidin, Martin, *Vanguard!* Dutton.

A readable account of rocket engineering from the beginnings to the construction of America's much-publicized satellite.

## **An Ex-SLAC in Mexico**

(Continued from Page 22)

of Mexico. In two days I was able to open the library for business.

Then as a crowning achievement we received the recognition of the Mexican Government, which gave us 100 books. Srta. Maria Luisa Ocampo, head of the library bureau of the national department of education, came to see our project and to present the books. It was a proud day for us. She is a most capable and charming woman, and from her I learned of the progress of the children's reading room project that the Government is carrying out in the parks and playgrounds of Mexico City. At the end of her visit Srta. Ocampo emphasized the need for keeping the library open and in service after I left. To this end the principal appointed a young woman employee of the school to act as custodian, and I could leave Patzcuaro, on the termination of my permit, with fewer qualms about my library's future.

## **Book Selection Policies Committee**

### **REPORT OF ACTIVITY DURING FIRST QUARTER, 1958**

This report to the membership of SLAC is presented in part as a report of activity, and in part to remind membership of the kind of tendencies toward censorship which should be called to the attention of the Book Selection Policies Committee by the individual members of the Association. This includes newspaper clippings and other documents, even though seemingly unrelated to libraries. "Ask not for whom the bell tolls, . . .

1. On Tuesday evening, December 10, 1957, a meeting was held in the Library Annex of the San Mateo High School to organize extra-legal action to suppress indecent literature in San Mateo County. A member of the Intellectual Freedom Committee was present and has written a full report, available from the Chairman. Briefly, the meeting was called to organize teams of individuals who would call on drugstores and news dealers in the County to ask them to remove from their shelves all paper books listed by the National Office for Decent Literature in its monthly *Newsletter*. Owners who agreed would be given a certificate of compliance which they could post, thus avoiding a possible boycott. Whole procedure was well planned in advance, including the provision of materials for a representative from each town and city in the County.

It was decided to delay action until after Christmas, and nothing much was heard of the campaign until the *Coastside Tribune* broke the story on March 6th under banner headlines reading: "Top Books Forced off Racks, They're Called 'Indecent'." It seems that one of the NODL campaigners, flushed with success, bragged to the editor of the *Tribune*, saying, "You ought to write a story about us." She did, but not the story he had intended.

There was immediate reaction by community groups in San Mateo County,



under the able leadership of Mr. Lee Forster, identified in the press as an American Legion official, and the *San Francisco Examiner* was able to report on March 8th that "Citizen Censors Group Dissolves." The *Coastside Tribune* continued its attack on March 13th with a long, vigorous editorial under the title "They've got a little list" alongside a cartoon showing a censor brandishing a club behind his back and telling a scared store clerk, "This book seems okay, I think," the book being *Mother Goose Rhymes*. The episode seems to be closed; the books are going back on the racks, and another attempt at extra-legal censorship has been stopped by the alertness of librarians, the press, and interested citizens.

2. "Quiz Aims at Books in Schools" headlined a story in the *Los Angeles Mirror News* on January 10th about a secret hearing before the State Senate's Subcommittee on Education under the chairmanship of Senator Nelson Dilworth, who said that some books were reported to be "contrary to democratic thinking." The only book named by the Senator was *Who Shall Survive?* by Jacob L. Moreno, published in 1934. The *Mirror-News* reported that the Los Angeles public schools had one copy of the book located in the teachers' professional library.

3. On January 21st the immediate past president of CLA received three documents from an unknown source in San Francisco: (1) "To the leaders of Our Community," a page of quotations from some of the books which were in controversy in Marin County three years ago. (2) "What Americans Should Know About the NAACP," a one-page illustrated charge that NAACP is a communist-inspired organization bent on bringing about widespread racial inter-marriage. (3) A copy of *Common Sense*, a four-page tabloid which calls itself "The Nation's Anti-Communist Newspaper."

4. Remarkable for its positive stand is the report of the Attorney General's Citizen's Advisory Committee on Crime Prevention. As reported in the *San Francisco Chronicle* on March 25th, the committee made these two recommendations: (20) Permit no censorship of press, radio, motion pictures and television; (24) Ask parents to deny their children "brutal" comic books; ask local law agencies to see that the sale of comic books "is as limited as possible."

5. The Book Selection Policies Committee has been working on a statement of policy, to guide its activities, now in its second draft, approved, by the Executive Board at its March 29th, San Francisco meeting, for publication in the *Bulletin* for the information and criticism of all members. Executive Board also recommended its discussion at the Section business meetings this spring, and at the State business meeting next fall. The present draft of the Statement appears below, along with a tear sheet for submission of comment to the Chairman. Please do so promptly.

LeRoy Charles Merritt, Chairman.



## ANOTHER CALIFORNIA "FIRST"

Gladys Conklin, children's librarian, Hayward Public Library, and founder of the Hayward Library Bug Club, wrote this book for curious young observers not yet ready for scientific explanations. Commonly found caterpillars are discussed in childlike, sensory terms and pictured in color by Barbara Latham. Ages 5-8. Side-sewn cloth binding. \$2.75. Holiday House.

# Intellectual Freedom in Libraries

## A STATEMENT OF POLICY

Adopted by California Library Association  
School Library Association of California

### A. Preamble

The following statement of policy was developed by the Intellectual Freedom Committee of the California Library Association and Book Selection Policies Committee of the School Library Association of California. These professional associations are directly concerned with the freedom of all members of a democratic society to read what they will in the course of making the social, educational, and political judgments on which that society is based. Without such freedom the very fabric of democracy is in danger. There is evidence that books and libraries are the chief bastion against the pressures toward conformity which are in large part already overwhelming the motion picture, radio and television, and the press. Only in libraries can the interested student easily find record of the past, and only in libraries can the interested citizen hope to find all the relevant facts concerning current controversial issues. It is appropriate that librarians should deem their freedom, and that of their libraries, of the utmost importance to the continued existence of democracy.

### B. Authority

Through their respective Executive Boards the Associations have empowered the Intellectual Freedom Committee of the California Library Association (Resolution passed at meeting held at \_\_\_\_\_, on \_\_\_\_\_) and the Book Selection Policies Committee of the School Library Association of California (Resolution passed at meeting held at \_\_\_\_\_, on \_\_\_\_\_) to act in their behalf in all four areas of concern described below. These areas of concern constitute continuing responsibilities of the two Committees, acting separately or together, until this Statement of Policy is amended or revoked.

### C. Areas of Concern

1. The Associations are concerned with watching for proposed legislation at the state, local, and school district level which might place library collections in jeopardy, or which might restrict, prejudice, or otherwise interfere with the selection, acquisition, or other professional activities of librarians.

The Committees are instructed to write letters to and talk with legislators and administrators to present the Associations' point of view, and to appear before legislative and administrative committees in the interest of preserving freedom of the press and the right to read.

2. The Associations are also concerned with legislation at the state, local, and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society.

The Committees are instructed to watch for legislation in the general field of the communication of knowledge and ideas which the Associations might desirably support as being beneficial to the whole concept embodied in the phrase "Freedom to Read." The committees are instructed to inform the Association memberships of such pending legislation, to present their recommendations, and to tender the Associations' support to such legislation.

3. The Associations are concerned with proposed or actual restrictions imposed by administrative authority on library materials or on the selection judgments, order procedures, or administrative practices of librarians.

The Committees are instructed, at will or on request of either party to a controversy, to (a) determine the facts; (b) develop a statement of the

Associations' position in relation to this statement of policy; (c) present the Associations' position to all interested parties, including the Press, when, in the Committees' judgment, this seems wise or necessary.

4. The Associations believe that every library in order to strengthen its own selection process, and to provide an objective basis for the evaluation of that process, should develop an official statement of policy for the selection of library materials.

The Committees are instructed to collect existing selection policies from all types of libraries, to promote their development and official adoption by libraries not yet having them, and to develop sample prototypes of selection policies for the guidance of librarians writing such policies.

March 18, 1958

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TO: L. C. Merritt, 7821 Terrace Drive, El Cerrito

- I disapprove of the Statement.
- I approve of the Statement as it stands.
- I would approve of the Statement IF the following changes were made:

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If you need more space, write a letter. You need not sign your name, but if you do, a copy of the revised draft will be sent to you for further comment.

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## **Jewel Gardiner Memorial Loan Fund**

The School Library Association of California, Northern Section, has organized a memorial fund in honor of the late Jewel Gardiner, who passed away December 7, 1956. Miss Gardiner had directed elementary school libraries in Sacramento for twenty-eight years and had been most active in the California Association all that time. She was well known throughout the United States for her contribution to school libraries; her book, *ADMINISTERING THE ELEMENTARY SCHOOL LIBRARY*, published by ALA, is recognized as one of the important works in the elementary library field. Throughout her crowded career, she worked diligently for recruitment to the profession and was personally responsible for numerous decisions to enroll in library schools.

The Memorial Loan Fund is to be used to aid students enrolled in library schools in California. Preference will probably be given to those who plan to be school librarians. It is hoped that the Fund will

have reached an amount of such size that loans may be made during the 1958-59 school year.

Contributions and communications should be addressed to the chairman of the Jewel Gardiner Memorial Loan Fund Committee: Miss Jessie E. Boyd, Jewel Gardiner Memorial Loan Fund, 1025 Second Avenue, Oakland 6, California.

Other members of the Committee are: Bernice Braden, Thelma C. Dahlin, Dorothy McGee, Mary Sands, Elizabeth Scott, Dora Smith, Elma Young.

The Elementary Committee of the Northern Section of the School Library Association of California wishes to thank everyone who responded so generously and promptly to our request for suggestions for devices or games for teaching library skills. We have been busily engaged in organizing and editing the material and the results of your contributions and our efforts are satisfying.

Betty Milligan, Chairman; Dorothy Corcoran, May Fish, Margaret Meister, Marge Poe, Christine Porter.

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